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ABSTRACT

Appendix 1 includes the interviewers' manual, the respondent's booklet, and the actual test materials used in the study, Measuring Intelligence and Achievement Motivation in Surveys. Appendix 2 presents definitions and discussions of intelligence and motivation measures used in this study. A short bibliography of references is also included. (HV)

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APPENDICES 1 AND 2

Describing Measures Used
in the
Final Report to

U.S. Department of Health, Education and Welfare
Office of Economic Opportunity
Contract No. OEO-4180

MEASURING INTELLIGENCE AND ACHIEVEMENT MOTIVATION IN SURVEYS

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APPENDIX 1

THE INTERVIEW

This appendix includes both forms A and B of the interview. Only pages 1, 13, 24, and 28-31 differ; these are inserted in the proper position in the interview.

Interviewer's Label

FORM B

Your Interview No. _____

DEMOGRAPHIC AND BACKGROUND INFORMATION

D.1 Are you married, widowed, divorced, separated, or what?

☐ MARRIED ☐ WIDOWED, DIVORCED, SEPARATED, OTHER

D.2 Are you working now, looking for work, laid off, retired, or what?

☐ WORKING NOW
☐ LOOKING FOR WORK
↓ (CONTINUE TO D.3)

☐ RETIRED
☐ HOUSEWIFE
☐ STUDENT (NEITHER WORKING NOR LOOKING FOR WORK)
☐ OTHER _____
(SKIP TO D.8)

D.3 What is your main occupation?

_____

D.4 What kind of business is that in?

_____

D.5 On your main job do you work for yourself, someone else, or what?

_____

_____

D.6 Do you have any other job or jobs?

☐ YES --D.6b Would you tell me about them? ☐ NO -- (SKIP TO D.7)

_____

_____

_____

D.7 How many hours did you work last week (at all jobs)? _____ HOURS

D.8 INTERVIEWER CHECK BOX:

☐ R IS NOT MARRIED OR IS SEPARATED -- SKIP TO D.12

☐ R HAS SPOUSE -- ASK:

Is your (wife/husband) working now, looking for work, laid off, retired, or what?

- ☐ WORKING NOW
- ☐ LOOKING FOR WORK

↓ (CONTINUE TO D.9)

- ☐ RETIRED
- ☐ HOUSEWIFE
- ☐ STUDENT (NEITHER WORKING NOR LOOKING
- ☐ OTHER _____

(SKIP TO D.12)

D.9 What is (his/her) main occupation?

_____

D.10 What kind of business is that in?

_____

D.11 Does your (wife/husband) work for (herself/himself), someone else, or what?

_____

_____

D.12 Now we would like to know a little about your background:

Did you grow up on a farm, in a small town, in a large city, or what?

_____

D.13 What state or country was that in?

_____

D.14 Was your father living with you while you were growing up?

☐ YES OR SOMETIMES

☐ NO -- SKIP TO "INTRODUCTORY PROJECTIVE STORY" Page 3.

D.15 What was his main occupation while you were growing up. That is, what sort of work did he do?

_____

D.16 What kind of business was that in?

_____

D.17 How many grades of school did he <u>complete</u>? _____GRADES

First, I'm going to ask you to use your imagination to complete some stories. I'll read you a short story with some parts left out. When I come to a part that's left out, you tell me the word or sentence that you would put in.

For example, if I said: Sam caught the _____ and ran for a touchdown, what word would you put in the blank? (ACCEPT ANY ANSWER AND SAY "Mm-hmm.")

Let's try a story. You may follow what I read on this sheet if you want to. (HAND RESPONDENT BOOKLET TO R) Tell me what you want to put into the missing parts. It can be a word or a whole sentence.

(READ THE PASSAGE BELOW, SAYING "Blank" FOR EACH "_____." STOP AT THE END OF EACH SENTENCE FOR THE RESPONDENT TO SUPPLY A WORD OR WORDS TO PUT INTO THE BLANK. IF R HESITATES OR SAYS "Don't know," GIVE HIM SOME ALTERNATIVES (SEE BELOW) AND ASK HIM TO CHOOSE AND RESTATE ONE OF THEM. REINFORCE ALL ADEQUATE ANSWERS.)

REINFORCEMENTS: Good Okay Fine Mm-hmm

A woman is _____ (1) on a bus. The bus just passed a large brick _____ (2). The woman _____ (3) at the sky. She had a _____ in her hand. The time is _____ o'clock. She is going to _____ _____ because _____.

The woman hopes that _____ _____. She feels _____ _____.

The most important thing that will happen today is that _____ _____at _____ o'clock the woman will _____ _____.

She will feel _____

because _____.

POSSIBLE ANSWERS IF R DOESN'T HAVE ANY

(1)	(2)	(3)
Riding	Factory	Stared (stares, etc.)
Sitting	Wall	Looked (looks, etc.)
Travelling	Schoolhouse	Pointed (points, etc.)

AFTER ADEQUATE ANSWER	
YES	O.K.
I SEE	Mm-Hmm

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PROJECTIVE ITEMS

Another thing we want to find out is what people think of situations that may come up in life. I'm going to show you some pictures of these situations and ask you to think of stories to go with them. The situations won't be clearly one thing or another, so feel free to think of any story you want to.

(SHOW PICTURE 1) (SHOW MALE PICTURES TO MALES; FEMALE PICTURES TO FEMALES)

For example, here's the first picture. I'd like you to spend a few moments thinking of a story to go with it. To get at the story you're thinking of I'll ask you questions like: Who are these people? What do they want? and so on. Just answer with anything that comes to mind. There are no right or wrong answers. (RECORD ANSWERS VERBATIM)

P. 1 Who are these people? What are they doing?

P. 1a What has led up to this? What went on before?

P. 1b What do they want? How do they feel?

P. 1c What will happen? How will it end?

AFTER ADEQUATE ANSWER—	
YES	O.K.
I SEE	Mm-Hmm

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PROJECTIVE ITEMS - continued

(SHOW PICTURE 2)

P. 2 Who is this person? What is (he/she) doing?

P. 2a What has led up to this? What went on before?

P. 2b What does (he/she) want? How does (he/she) feel?

P. 2c What will happen? How will it end?

AFTER ADEQUATE ANSWER	
YES	O.K.
I SEE	Mm-Hmm

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PROJECTIVE ITEMS - continued

Now, instead of showing you a picture, I'll describe someone, then ask you questions about why (he/she) acts that way.

P. 3 (Ted/Joan) never hesitates to give (his/her) ideas.

P. 3a Why do you think (he/she) does this?

P. 3b What does (he/she) want? How does (he/she) feel?

P. 3c What will happen? How will it end?

AFTER ADEQUATE ANSWER	
YES	O.K.
I SEE	Mm-Hmm

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PROJECTIVE ITEMS - continued

P. 4 After first term final exams, (Phil/Jill) finds (himself/herself) at the top of (his/her) class at medical school.

P. 4a Why do you think this happened?

P. 4b What does (he/she) want? How does (he/she) feel?

P. 4c What will happen? How will it end?

SEMI- PROJECTIVES

Here are a few sentences about how you think about some things. They need to be completed. Tell me how you would finish them. Here's the first one. How would you finish this one?

SP. 1 In the next ten years I'm going to (How would you finish this?)

SP. 2 How would you finish this?
Compared to other (men/women) my age, I (How would you finish this?)

AFTER ADEQUATE ANSWER	
YES	O.K.
I SEE	Mm-Hmm

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PAIRED COMPARISONS

Now, turn to page 2. I have some questions which ask you to describe yourself or your feelings in certain situations. I'll read you a question and some answers. You tell me which answer best describes you. There are no right or wrong answers; we just want to know how you would describe yourself.

CIRCLE THE RESPONSE THAT IS GIVEN.

PC. 1 Suppose you were on a job and you were thinking of quitting. Why do you suppose you'd quit? Which of these would come closest to describing you?

a. You had too little to say about how things got done, or

b. You had too many things to decide about.

PC. 2 Which of these two would come closer to describing why you might quit a job?

a. Too much competition among workers on the job, or

b. You were a much better worker than anyone else?

PC. 3 How about these?

a. The job was too difficult after all, or

b. The job was not challenging anymore?

PC. 4 Now which of these two would describe what kind of work you like best?

a. Work where you have to plan for the future and follow up on plans, or

b. Work where you can start on something fresh every day?

PC. 5 If you'd finished a hard job, which would you think about?

a. Whether your boss thought you did a good job, or

b. Whether you thought you did a good job?

AFTER ADEQUATE ANSWER

YES	O.K.
I SEE	Mm-Hmm

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Now I'll read some statements people use to describe other people. Suppose you were to hear them. Which of these would you most like to hear about yourself? I'll read them two at a time.

CIRCLE THE RESPONSE THAT IS GIVEN.

PC. 6 Which would you rather overhear about yourself?

a. (His/her) opinion carries a lot of weight among people who know (him/her), or

b. People like to live next door to (him/her).

PC. 7 Now these two. Which would you rather hear about yourself?

a. Other people like (him/her) very much, or

b. (He/She) could do anything (he/she) sets (his/her) mind on doing.

PC. 8 Now these two . . .

a. (He/She) can easily get other people to do things for (him/her), or

b. (He/She) is living proof that hard work gets a person ahead.

PC. 9 Now these two . . .

a. (He/She) is always ready to meet challenges that come (his/her) way, or

b. (He/She) is a really dependable and loyal friend.

PC.10 Now these two . . .

a. (He/She) is fun to have at a party, or

b. People like to go to (him/her) for advice on important matters.

TRIADS

Now turn to page 3. Look at the first one on the page. I'll read the question and the answers. Tell me which answer you prefer most of the three, and then tell me which of the three you least prefer.

(IF NECESSARY, SAY): "All of these answers may be true of you. Try to pick the one that is the least (important, true, etc.)"

T. 1 What would you like your child to do most? Which of the three would you least like him to do?

a. Stand up for his own rights,
b. Show kindness toward his playmates,
c. Want very much to do his best.

_____ most _____ least

T. 2 How about these? Which of these would you most like your child to do? Which of the three would you least like him to do?

a. Make friends easily,
b. Do as well as most kids his age,
c. Defend himself if attacked.

_____ most _____ least

T. 3 How about these? Which of these would you most like your child to learn? Which of the three would you least like him to learn?

a. To plan ahead for the future,
b. Not to appear weak to others,
c. To do what his teachers expect of him.

_____ most _____ least

T. 4 How about these? Which of these would you most and least like to teach your child?

a. To do the work his teacher expects,
b. To be a leader,
c. To be popular with his classmates.

_____ most _____ least

TRIADS - continued

T. 5 Which is truest for you? Which of the three is least true?

a. I would like to have more friends,
b. I would like to do better at what I try,
c. I would like to have more people pay attention to my point of view.

_____ most _____ least

T. 6 If you were to take a job - maybe even something quite different from what you're doing now - what would you most want? Which of these would you want least?

a. A job where no one bosses you around too much,
b. A job where you have a lot of friends,
c. A job where you can show your real skills.

_____ most _____ least

T. 7 How about these aspects of a job? Which of these would you want most? Which of the three would you want least?

a. A job where you had to think for yourself?
b. A job where the people you work with are a nice group?
c. A job where you have a lot to say in what's going on.

_____ most _____ least

PAST TEST EXPERIENCE

FORM A

We're interested in finding out how people feel about taking tests. Please think back to the time you were in school or to some other time when you had to take a lot of tests. Try to remember how you felt at that time and answer the next questions describing how you felt.
(REFER RESPONDENT TO PAGE 4 IN BOOKLET MARKED "PAST TEST EXPERIENCE" AND HAND PENCIL)

For each question, there is a line with statements of opposite feelings or attitudes at each end. In the middle of the line, you will see a statement that indicates the feeling or attitude that is in-between the extremes. You are to put a mark on the place on the line that shows the strength of your feeling or attitude about each question, and then tell me which statement you've marked. Please be honest in marking the way you feel on the line.

At the top of your page is an example. See the statement, "I think winter is _____"? (POINT TO STATEMENT ON HIS PAGE.) Now mark the line in the place that best tells what you feel. (IF NO ACTION, DEMONSTRATE). OK? What statement is your mark above? Fine. (IF R IS CONFUSED, CHECK TO MAKE SURE HE MARKED LINE ADEQUATELY)

I'll read each of the questions and three answers. Then you mark your answer on the line and tell me which of the answers best describes how you felt.

(READ EACH QUESTION AND 3 ANSWER ALTERNATIVES.)

PAST TEST EXPERIENCE

FORM B

We're interested in finding out how people feel about taking tests. Please think back to the time you were in school or to some other time when you had to take a lot of tests. Try to remember how you felt at that time and answer the next questions describing how you felt.
(REFER RESPONDENT TO PAGE 4 IN BOOKLET MARKED "PAST TEST EXPERIENCE" AND HAND PENCIL)

For each question, there is a line with statements of opposite feelings or attitudes at each end. In the middle of the line, you will see a statement that indicates the feeling or attitude that is in-between the extremes. You are to put a mark on the place on the line that shows the strength of your feeling or attitude about each question. You don't need to tell me what you've marked at all. At the end of the questions, you can put the sheet in the envelope amd seal it. Please be honest in marking the way you feel on the line.

At the top of your page is an example. See the statement, "I think winter is _____"? (POINT TO STATEMENT ON HIS PAGE) Now mark the line in the place that best tells what you feel. (IF NO ACTION, DEMONSTRATE). OK? Fine. (IF R IS CONFUSED, CHECK TO MAKE SURE HE MARKED LINE ADEQUATELY)

Remember, we want you to think about how you felt when you were taking tests in school, and that you don't need to tell me your answer. I'll read each of the questions and three answers. Then, you mark your answer on the line. Tell me when you have made your mark and we'll go on to the next question. (READ EACH QUESTION AND 3 ANSWER ALTERNATIVES. WAIT UNTIL R INDICATES HE HAS MARKED AN ANSWER BEFORE GOING ON) (IF R ANNOUNCES ANSWER, SAY "Please don't tell me your answer.")

(WHEN FINISHED, GIVE R ENVELOPE AND SAY): "Fine. If there are any you didn't answer, please go back and answer them now. O.K., would you tear out that sheet and put it in this envelope. Thank you." (WRITE INTERVIEWER INITIALS AND "YOUR INTERVIEW NUMBER" ON SEALED ENVELOPE)

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PAST TEST EXPERIENCE

(EXAMPLE):

I think winter is

good	so-so	bad

PT. 1 After you finished an important test, how confident did you feel about how you'd done?

not very confident	about average	very confident

PT. 2 When you took a final exam, did you have an uneasy, upset feeling?

was very upset	was somewhat upset	was not upset at all

PT. 3 When you were working on important tests, how fast did your heart beat?

beat very fast	faster than normal	about normal

PT. 4 How much do you think your emotions hurt your performance on the tests?

hurt it very much	hurt it slightly	did not hurt at all

PT. 5 When you were taking an important examination, how much did you perspire?

a great deal	more than usual	not at all

PT. 6 During tests, how much did you worry about what it would mean to fail?

worried a lot	worried some	did not worry at all

PT. 7 During a final examination, did you get so nervous that you couldn't remember some things you really knew?

forgot most of what I knew	forgot a few things I knew	did not forget anything I knew

DIGIT SPAN

We'll start off with a short test. In this test, I'll begin with an easy item and then I'll give you harder and harder ones until they get too hard for you. What I want you to do is repeat these numbers after me -- only backwards. Let's start with the easiest. If I say 7 4, you would say 4 7. Do you have any questions?

*READ ONE NUMBER PER SECOND, DO NOT GROUP NUMBERS BY RHYTHM OR INFLECTION.

Here's the first one: 2 5 (CHECK APPROPRIATE BOX)

☐ CORRECT

That's right. Let's try another.
(SKIP TO LEVEL DS. 3)

☐ WRONG

No, the answer is 5 2.
Here's another one. Repeat these numbers backwards: 6 3.

(CHECK APPROPRIATE BOX)

☐ CORRECT

That's right.
Let's try another.
(SKIP TO LEVEL DS. 3)

☐ WRONG

No, the answer is 3 6.
Let's try just one more of these number tests. Which one would you like to try:

a. One like the one you just did? or

b. One even harder than you just did?

CHOICES: (CIRCLE R"S CHOICE. IF CORRECTLY REPEATED BACKWARDS, ENTER A PLUS +)

a. 8 1

b. 2 7 4

(SKIP TO SENTENCE COMPLETION, PAGE 18)

INSTRUCTIONS: IF R IS CORRECT, SAY "That's right, let's try another." PROCEED TO THE NEXT LONGER SEQUENCE.

IF R IS WRONG, SAY "No, the answer is (CORRECT ANSWER). Here's another one." GIVE SECOND SET OF NUMBERS AT THE SAME LEVEL.

IF R GETS SECOND SET RIGHT, PROCEED AS ABOVE FOR CORRECT ANSWER.

WHEN R GETS BOTH SETS AT THE SAME LEVEL WRONG, SAY "No, the answer is _____, AND USE THE CHOICE PROCEDURE (NEXT PAGE).

LEVEL	RESPONSE + = One correct within level - = Both wrong within level	NUMBER SEQUENCES
DS. 2	_____	_____
		5 7 4
		2 5 9
DS. 3	_____	_____
		7 2 9 6
		8 4 9 3
DS. 4	_____	_____
		4 1 3 5 7
		9 7 8 5 2
DS. 5	_____	_____
		1 6 5 2 9 8
		3 6 7 1 9 4
DS. 6	_____	_____
		8 5 0 2 3 4 2
		4 5 7 9 2 8 1
DS. 7	_____	_____
		6 9 1 6 3 2 5 8
		3 1 7 9 5 4 8 2
DS. 8	_____	_____
		8 2 1 4 3 7 6 9 3
		4 9 2 9 4 8 4 1 6
DS. 9	_____	_____
		3 6 4 7 2 8 5 3 9 4
		8 4 9 2 6 1 3 8 4 7
DS. 10	_____	_____

CHOICE PROCEDURE

We can do just one more of these number tests. Would you like to try one: (CHECK CHOICE AND CIRCLE CHOICE LETTER BELOW)

___ a. That should be easy for you?

___ b. One like the ones you just tried, that was harder, but you almost did it?

___ c. Or one that is even harder than any you tried?

ENTER LAST LEVEL CORRECT (+) _____ CIRCLE LAST LEVEL CORRECT:	CIRCLE LETTER OF CHOICE, LOOK DOWN COLUMN ACROSS FROM "LAST LEVEL CORRECT" CIRCLE NUMBER AND GIVE SEQUENCE OF THAT LENGTH. CHOICES			CHOICES CIRCLE CHOICE USED	PUT A + IN THIS COLUMN IF R IS CORRECT
	a	b	c		
2	2	3	4	DS 2 8 1	
3	2	4	5	DS. 3 2 7 4	
4	2	5	6	DS. 4 5 2 4 8	
5	3	6	7	DS. 5 6 3 1 5 9	
6	4	7	8	DS. 6 7 4 2 1 8 5	
7	5	8	9	DS. 7 3 9 4 7 1 2 9	
8	6	9	10	DS. 8 1 4 9 5 2 6 8 4	
9	7	10	11	DS. 9 3 8 7 5 9 2 1 6 4	
10	8	11	12	DS.10 5 2 9 4 8 3 1 7 5 8	
				DS.11 5 2 9 4 8 3 1 7 5 8 2	
				DS.12 5 2 9 4 8 3 1 7 5 8 2 6	

Instructions

Here's another type of test. Turn to Page 5 in your Booklet. I'll read each of these sentences. In each one there's a word left out. After I read the sentence, you pick one of the words under the sentence to complete it. Say the word that you think makes the best, truest, most sensible complete sentence. If you're not sure of the answer, take a guess.

For example; "Lemons are sour, but sugar is "Blank." Which word would you pick? (READ ALL ANSWERS, WORDS AND NUMBERS.) "One, bitter; two, white; three, fattening; four, sweet." (READ ALL ANSWERS, EVEN IF INTERRUPTED.)

IF R PICKS "FOUR, SWEET," SAY "O.K., let's try some more."

IF R GIVES THE WRONG ANSWER, say "No, it's number four, sweet. Lemons are sour, but sugar is sweet. Now let's try some more."

For the rest, I won't tell you if you're right or wrong. Just give me your answer.

DO NOT ACCEPT "Don't know" RESPONSES OR REFUSALS TO GUESS.
DO NOT REINFORCE ANY ANSWERS.
USE THE TRANSITION STATEMENTS.
CIRCLE THE ANSWER GIVEN.

SC1. Lemons are sour but sugar is _____.
1) Bitter 2) White 3) Fattening 4) Sweet

SC2. We see _____ only at night.
1) Children 2) Plants 3) Stars 4) Houses 5) Trees

Here's the next one

SC3. Not every cloud gives _____.
1) Weather 2) Shade 3) Sky 4) Climate 5) Rain

O. K.

SC4. In the spring the buds form on the branches of the _____.
1) Trees 2) Rivers 3) Bugs 4) Leaves 5) Animals

Mm Hmm

SC5. There is an old _____, "An apple a day keeps the doctor away."
1) Talk 2) Saying 3) Reader 4) Book 5) Man

The next question

SC6. The ragged _____ may prove a good horse.
1) Puppy 2) Child 3) Calf 4) Lamb 5) Colt

Let's try the next one

SC7. The important thing is not so much that every child should be taught as that every child should be given the wish to _____.
1) Learn 2) Play 3) Hope 4) Reject 5) Teach

O.K. SC8. The person who _____ another must make good the damages.
1) Reforms 2) Improves 3) Instructs 4) Injures 5) Delights

All Right SC9. False facts are highly _____ to the progress of science.
1) Injurious 2) Necessary 3) Devoted 4) Useful 5) Instrumental

Number 10 is SC10. It is better that ten guilty persons _____, than that one innocent suffer.
1) Suffer 2) Escape 3) Capture 4) Starve 5) Repent

Mm Hmm SC11. The winds and the waves are always on the side of the ablest _____.
1) Soldiers 2) Statesmen 3) Navigators 4) Students 5) Weathers

O.K. SC12. The vanquished never yet spoke _____ of the conqueror.
1) Ill 2) Well 3) Little 4) Nastily 5) Often

Here's the next one SC13. Think long when you may _____ only once.
1) Abstain 2) Live 3) Die 4) Decide 5) Eat

O.K. SC14. The coward threatens only when he is _____.
1) Afraid 2) Surrounded 3) Safe 4) Conquered 5) Happy

Let's try this one SC15. A wise man knows everything, a shrewd one, _____.
1) Everything 2) Everybody 3) Something 4) Nobody 5) Wisdom

Number Correct _____

(SCORE THE TEST BY RECORDING THE NUMBER OF UNDERLINED WORDS THAT WERE CIRCLED. RECORD NUMBER CORRECT AND CIRCLE NUMBER ON CHOICE DIAGRAM, NEXT PAGE.)

I've scored your performance so far on this test. Let's try just one more of these sentences.

Which one would you like to try?

(CHECK ITEM(S) CHOSEN)

_____ a. One that should be easy for you?

_____ b. One that should be very hard for you?

_____ c. Or something inbetween?

(If "c" ASK) Do you want one

_____ d. like most of the ones you get right, or

_____ e. a little harder than most of the ones you got right?

CHOICE DIAGRAM

CIRCLE NUMBER CORRECT	CIRCLE ITEM CHOSEN			
	CHOICES			
	a	b	d	e
1 2 3	SCC1	SCC4	SCC2	SCC3
4 5 6	SCC1	SCC4	SCC2	SCC3
7 8 9	SCC2	SCC5	SCC3	SCC4
10 11 12	SCC3	SCC5	SCC4	SCC5
13 14 15	SCC3	SCC5	SCC4	SCC5

CHOICE ITEMS

SC.C1 Coal is _____, Snow is white.

1) Blue 2) White 3) Red 4) Green 5) Black

SC.C2 The _____ must bend when the wind blows upon it.

1) Ground 2) House 3) Path 4) Grass 5) Sky

SC.C3 No matter how harsh advice may be it _____ no one.

1) Injures 2) Helps 3) Pays 4) Delights 5) Respects

SC.C4 Grey hair is sign of age not of _____.

1) Color 2) Youth 3) Courage 4) Despair 5) Wisdom

SC.C5 The united voices of millions cannot lend the smallest foundation to _____.

1) Falsehood 2) Faith 3) Custom 4) Truth 5) Opinion

Now here is another set of thoughts I'd like to know your opinions on. Please turn to page 6. I'll read some statements that people have made, two at a time. You choose which of the two comes closer to the way you think. Here's the first:

(CIRCLE THE RESPONSE THAT IS GIVEN)

PE. 1a What happens to me is my own doing.

1b Sometimes I feel that I don't have enough control over my life.

PE. 2a Many times, I might just as well decide what to do by flipping a coin.

2b In my case, getting what I want has little or nothing to do with luck.

PE. 3a I've usually felt pretty sure my life would work out the way I want it to.

3b There have been times when I haven't been very sure that my life would work out the way I want it to.

PE. 4a I am the kind of person who plans his life ahead all the time.

4b I am the kind of person who lives more from day to day.

PE. 5a When I make plans ahead, I usually get to carry things out the way I expected.

5b When I make plans ahead, things usually come up to make me change my plans.

Instructions

(SHOW R EXAMPLE) Look at the upper figure. (POINT) It is a pattern with a bit taken out. (POINT) Which of the parts below completes the pattern? (POINT TO ALL)

☐ CORRECT

That's correct.

☐ INCORRECT

No, each part fits the pattern, but only one completes the pattern. So, neither part 2, 4, 5 nor 6 completes the pattern. Part 3 fits the pattern, but it still leaves a blank. So the answer is number 1.

Now, all you have to do is to point to the part that completes the pattern. Do you have any questions? Some of these are very hard so you aren't expected to get them all correct. If you're not sure of what the answer is, just take a guess. (REQUIRE GUESSING. ALLOW ABOUT 30 SECONDS FOR A RESPONSE, THEN ASK FOR A GUESS. "If you're not sure, take a guess." THEN PROCEED.)

USE FORM B

MATRIX PATTERN	RECORD NUMBER OF RESPONSE AND (+ or —)	CORRECT ANSWER	TRANSITION STATEMENT
B 1	_____	(5)	O.K., let's try this one.
B 2	_____	(3)	Allright
B 3	_____	(8)	Mm-hmm, here's another one.
B 4	_____	(7)	I see, This is the next pattern.
B 5	_____	(7)	O.K., here's the sixth one.
B 6	_____	(5)	Mm-hmm, Now, this pattern.
B 7	_____	(6)	I see.
B 8	_____	(2)	Allright, here's another on
B 9	_____	(1)	O.K., This is the last pattern.
B 10	_____	(8)	

ADD TOTAL CORRECT AND ENTER NUMBER ON NEXT PAGE.

_____TOTAL CORRECT (+). (CIRCLE THIS NUMBER ON CHOICE DIAGRAM)

I've scored your answers so far on this test. Let's try just one more of these patterns. Would you like to try:

(CHECK ITEM(s) CHOSEN)

_____ a. One that should be easy for you,

_____ b. One that should be very hard for you, or

_____ c. Something in between?

(IF "C", ASK:) Do you want one:

_____ d. Like most of the ones you got right, or

_____ e. A little harder than most of the ones you got right?

CHOICE DIAGRAM

CIRCLE LETTER OF ITEM CHOSEN. GIVE CHOICE ON FORM A

CIRCLE TOTAL NUMBER CORRECT	a	b	d	e
0	A1	A2	A1	A1
1	A1	A3	A1	A2
2	A1	A4	A2	A3
3	A2	A5	A3	A4
4	A3	A6	A4	A5
5	A4	A7	A5	A6
6	A5	A8	A6	A7
7	A6	A9	A7	A8
8	A7	A10	A8	A9
9	A8	A10	A9	A10
10	A9	A10	A10	A10

CIRCLE CHOICE GIVEN. ENTER A PLUS (+) IF CORRECT, A DASH (-) IF INCORRECT.

DIGIT SYMBOLS SUBSTITUTION TEST A P45793

S1. This is called a coding form. (HAND R FORM DSS FROM ENVELOPE OF MATERIALS MARKED "DIGIT SYMBOLS". POINT TO THE KEY.) Look at these boxes. Notice that each has a number in the upper part and a mark in the lower part. Every number has a different mark. (POINT TO THE SAMPLES.) Now look here, where the upper boxes have numbers but the lower boxes have no mark. You put in each of these boxes the mark that should go there, like this. (POINT TO THE KEY, THEN TO THE SAMPLES.) Here is a 2, so you would put in this mark. Here is a 1, so you would put in this mark. Here is a 3, so you put in this mark.

WRITE IN THE FIRST THREE SYMBOLS AS DEMONSTRATION, THEN PROVIDE R WITH A PENCIL AND HAVE HIM COMPLETE THE SEVEN REMAINING ITEMS OF THE SAMPLE, HELPING WHEN NECESSARY. POINT TO THE LINE SEPARATING THE SAMPLES FROM THE TEST PROPER AND SAY: Now you do it for these numbers as far as this line. (WHEN R FINISHES) Now when I tell you to begin, start here and fill in as many boxes as you can without skipping any. Ready? Begin. (IF R SKIPS, SAY "Do them in order, without skipping any." START STOPWATCH WHEN YOU SAY "BEGIN." AFTER 60 SECONDS SAY "Stop." TAKE FORM AND FILL OUT ITEMS a - e BELOW, USING SCORE KEY AND THE CHART ON NEXT PAGE.)

S2. Now I want you to choose another form to work on. The idea is to finish the form you choose in a minute. That's how long you worked on the last one. (SHOW R THE PROPER CHOICE SHEET [(e) below] FROM THE ENVELOPE OF MATERIALS, AND HAVE HIM POINT TO THE FORM HE WANTS TO WORK ON.) This sheet shows some forms of different lengths. This one is the shortest (POINT) and this one is the longest. I'll give you a copy of the form you choose to work on. So I want you to point to the picture of the form you want to try. (GIVE R A COPY OF THE CHOICE FORM HE PICKS. THE NUMBER AT THE LOWER LEFT OF THE PICTURE SHOULD MATCH THE NUMBER ON THE LOWER LEFT OF THE FORM.) Ready? Begin. (START THE STOPWATCH WHEN YOU SAY "BEGIN." AFTER 60 SECONDS SAY "Stop." RECORD R's CHOICE [f] AND HIS TIME [g]. IF R FINISHES BEFORE 60 SECONDS ARE UP, RECORD THE TIME ELAPSED [g] BUT LET THE STOPWATCH GO TO 60 SECONDS. THEN SAY "Stop" AND TAKE THE FORM.)

S3. On the first form you did, you did about [see (b) below] blocks in one minute. This form is 108 blocks long. (HAND R FORM L) See if you can finish it in one minute. Ready? Begin. (START STOPWATCH WHEN YOU SAY "BEGIN." AT 60 SECONDS SAY "Stop" AND TAKE THE FORM.)

S4. (HAND R CORRECT FORM M [see (c) below]. SAY) On the first form, as I said, you did [see (b) below] blocks in a minute. This form is [see (d) below] blocks long. See if you can finish it in one minute. Ready? Begin. (START STOPWATCH WHEN YOU SAY "BEGIN." AT 60 SECONDS SAY "Stop" AND TAKE THE FORM. RECORD R's TIME [h]. IF R COMPLETES THE FORM IN LESS THAN 60 SECONDS, RECORD THE TIME ELAPSED [h], BUT LET THE STOPWATCH GO TO 60 SECONDS. THEN SAY "Stop" AND TAKE THE FORM.)

(a) DSS PERF._____

(b) STD. DSS PERF._____

(c) FORM M TO USE_____

(d) LENGTH OF FORM M_____

(e) CHOICE SHEET TO USE_____

(f) FORM C CHOSEN_____

(g) TIME ON FORM C_____

(h) TIME ON FORM M_____

DIGIT SYMBOLS SUBSTITUTION TEST B P45793

S1. This is called a coding form. (HAND R FORM DSS FROM ENVELOPE OF MATERIALS MARKED "DIGIT SYMBOLS". POINT TO THE KEY.) Look at these boxes. Notice that each has a number in the upper part and a mark in the lower part. Every number has a different mark. (POINT TO THE SAMPLES.) Now look here, where the upper boxes have numbers but the lower boxes have no mark. You put in each of these boxes the mark that should go there, like this. (POINT TO THE KEY, THEN TO THE SAMPLES.) Here is a 2, so you would put in this mark. Here is a 1, so you would put in this mark. Here is a 3, so you put in this mark.

WRITE IN THE FIRST THREE SYMBOLS AS DEMONSTRATION, THEN PROVIDE R WITH A PENCIL AND HAVE HIM COMPLETE THE SEVEN REMAINING ITEMS OF THE SAMPLE, HELPING WHEN NECESSARY. POINT TO THE LINE SEPARATING THE SAMPLES FROM THE TEST PROPER AND SAY: Now you do it for these numbers as far as this line. (WHEN R FINISHES) Now when I tell you to begin, start here and fill in as many boxes as you can without skipping any. Ready? Begin. (IF R SKIPS, SAY "Do them in order, without skipping any." START STOPWATCH WHEN YOU SAY "BEGIN." AFTER 60 SECONDS SAY "Stop." TAKE FORM AND FILL OUT ITEMS a - e BELOW, USING SCORE KEY AND THE CHART ON NEXT PAGE.)

S2. Now I want you to choose another form to work on. The idea is to finish the form you choose in a minute. That's how long you worked on the last one. (SHOW R THE PROPER CHOICE SHEET [(e) below] FROM THE ENVELOPE OF MATERIALS, AND HAVE HIM POINT TO THE FORM HE WANTS TO WORK ON.) This sheet shows some forms of different lengths. This one is the shortest (POINT) and this one is the longest. I'll give you a copy of the form you choose to work on. So I want you to point to the picture of the form you want to try. (GIVE R A COPY OF THE CHOICE FORM HE PICKS. THE NUMBER AT THE LOWER LEFT OF THE PICTURE SHOULD MATCH THE NUMBER ON THE LOWER LEFT OF THE FORM.) Ready? Begin. (START THE STOPWATCH WHEN YOU SAY "BEGIN." AFTER 60 SECONDS SAY "Stop." RECORD R's CHOICE [f] AND HIS TIME [g]. IF R FINISHES BEFORE 60 SECONDS ARE UP, RECORD THE TIME ELAPSED [g] BUT LET THE STOPWATCH GO TO 60 SECONDS. THEN SAY "Stop" AND TAKE THE FORM.)

S3. Here's another form. (HAND R FORM L) See if you can finish this one in one minute. Ready? Begin. (START STOPWATCH WHEN YOU SAY "BEGIN." AT 60 SECONDS SAY "Stop" AND TAKE THE FORM.)

S4. (HAND R CORRECT FORM M [see (c) below]. SAY) Here's another form. See if you can finish it in one minute. Ready? Begin. (START STOPWATCH WHEN YOU SAY "BEGIN." AT 60 SECONDS SAY "Stop" AND TAKE THE FORM. RECORD R's TIME [h]. IF R COMPLETES THE FORM IN LESS THAN 60 SECONDS, RECORD THE TIME ELAPSED [h], BUT LET THE STOPWATCH GO TO 60 SECONDS. THEN SAY "Stop" AND TAKE THE FORM)

(a) DSS PERF._____

(b) STD. DSS PERF._____

(c) FORM M TO USE_____

(d) LENGTH OF FORM M_____

(e) CHOICE SHEET TO USE_____

(f) FORM C CHOSEN_____

(g) TIME ON FORM C_____

(h) TIME ON FORM M_____

HOW TO FILL IN ITEMS (a) - (h)

(a) Place DSS Score Key (from envelope of materials) over Form DSS so the holes are over the boxes. The number over the last box with a symbol written in by the respondent is his score. Enter score opposite (a) on the previous page.

(b) - (e) Look up R's score in the first column of the chart below. The number in the same row in the second column is the proper entry for (b); the number in the same row in the third column is the entry for (c), and so on through (e).

(f) Write in the number of the Form C chosen.

(g) Record the time on the stopwatch as R finishes Form C, if he finishes. Record the time as 60 seconds if R does not finish Form C.

(h) Record the time on the stopwatch as R finishes Form M, if he finishes. Record the time as 60 seconds if R does not finish Form M.

CHART

(a) PERF.	(b) STD. PERF.	(c) FORM M	(d) LENGTH	(e) CHOICE SHEET TO USE
0 - 5	3	1	6	--
6 - 11	9	2	12	2
12 - 17	15	3	18	3
18 - 23	21	4	24	4
24 - 29	27	5	30	5
30 - 35	33	6	36	6
36 - 41	39	7	42	7
42 - 47	45	8	48	8
48 - 53	51	9	54	9
54 - 59	57	10	60	10
60 - 65	63	11	66	11
66 - 71	69	12	72	12

INTERVIEW EXPERIENCE

Now we'd like to have you think about the tests you've taken today. First I have a few questions about how you felt about them. (CIRCLE ANSWER CHOSEN)

X.1 What would you like to know most about the tests?

a. How well you've done compared to most others in this country, or
b. Just how well you have done for someone of your background?

OK

X.2 Suppose I told you that you were doing very well on the tests.

a. Would you want to know more about the tests, or
b. Would you feel good about that?

Mm Hmm

X.3 Suppose I told you that up until now you were doing very well on these tests.

a. Would you mostly feel good about what you've done so far, or
b. Would you mostly think about the tests yet to come?

(REFER R TO PAGE MARKED INTERVIEW EXPERIENCE. MAKE SURE R HAS PENCIL.)

Now I have some more questions about how you felt during the tests. These you'll answer by checking a place on a line, like you did before. Just mark the place on the line which best describes you. You don't need to tell me what you've marked, and at the end you can put the sheet in the envelope and seal it. Please be honest in marking the way you feel on the line. Remember, these questions are about the tests you've taken today.

After I read a question, you mark one of the answers. Tell me when you have made your mark and we'll go on to the next question. Please don't tell me your answer.

(READ EACH QUESTION AND 3 ANSWER ALTERNATIVES. WAIT UNTIL R INDICATES HE HAS MARKED AN ANSWER BEFORE GOING ON.)

(IF R ANNOUNCES AN ANSWER, SAY): "Please don't tell me your answer."

(WHEN FINISHED, GIVE R ENVELOPE AND SAY): "Fine. If there are any you didn't answer, please go back and answer them now. O.K. Would you tear out that sheet and put it in this envelope? Thank you." WRITE INTERVIEWER INITIALS AND "YOUR INTERVIEW NUMBER" ON SEALED ENVELOPE.)

INTERVIEW EXPERIENCE

IE. 1 After you finished a test, how confident did you feel about how you'd done?

not very confident	about average	very confident

IE. 2 Did you have an uneasy, upset feeling when you saw what the tests were like?

was very upset	was somewhat upset	was not upset at all

IE. 3 When you were working on these tests, how fast did your heart beat?

beat very fast	faster than normal	about normal

IE. 4 How much do you think your emotions hurt your performance on the tests?

hurt it very much	hurt it slightly	did not hurt at all

IE. 5 When you were answering the questions, how much did you perspire?

a great deal	more than usual	not at all

IE. 6 During the interview, how much did you worry about what it would mean to fail some of the tests?

worried a lot	worried some	did not worry at all

IE. 7 During the interview, did you get so nervous that you couldn't remember some things you really knew?

forgot most of what I knew	forgot a few things I knew	did not forget anything I knew

PICTURE ORDER

Next, I'll show you a row of pictures, take them away, and ask you to show me on a blank form where you saw one of the pictures. Here's an example (SHOW SAMPLE ROW). As you can see, there are two pictures on each card, one of a household object, and one of an animal. Every card will have both of these two types of pictures, but you'll need to remember only where the household objects are.

Now, I'll show you a row of pictures like this for a short time, cover it up like this, (COVER WITH SAMPLE BLANK ROW), and you will also see a picture like this, (POINT TO CUE CARD). You point to the box where this picture was. You don't need to show whether the picture was on the top or bottom, just which box it was in.

IF NECESSARY, ASK R TO POINT. IF POINTS TO CORRECT BOX, (Box 3), SAY: "O.K., That's right."
IF POINTS TO WRONG BOX, SAY: "No, it's here."
(INDICATE BOX 3)

WHETHER RIGHT OR WRONG, TURN BACK TO ORIGINAL CARD AND SHOW IT TO R.

Let's try another one for practice now. Remember, only the box where each household object belongs is important. Ready?

EXPOSE PRACTICE CARD FOUR SECONDS, COVER WITH BLANK FORM, POINT TO CUE CARD, (IF NECESSARY, SAY: "Point to the box where this picture was.");
IF CORRECT, (Box 1), SAY: "O.K., That's right."
IF WRONG, SAY: "No, it's here." (INDICATE BOX 1)

DO NOT TURN BACK TO ORIGINAL CARD.

Some of the items will be very difficult, so if you don't remember exactly where the object was, please guess. There will be twelve different rows of pictures that we'll do.

DO REMAINING ROWS AS FOLLOWS:

1. SHOW ROW FOR EXACTLY FOUR SECONDS (COUNT BY THOUSANDS TO SELF)
2. COVER WITH BLANK CARD AND POINT TO CUE CARD
3. IF NECESSARY, SAY: "Point to the box where this picture was."
   "If you're not exactly sure, please guess."
4. TELL R WHETHER HE IS RIGHT OR WRONG (DON'T SHOW ORIGINAL CARD)
5. RECORD INFORMATION ON ANSWER SHEET (NEXT PAGE)
6. USE TRANSITION STATEMENT

I've scored your performance so far on this test. I have another card (SHOW R CARD #2 IN BOOKLET, P. 27). You can try just one more word from this card.

CHECK ITEM CHOSEN

Would you like;

_____a. One that should be easy for you?
_____b. One that should be very hard for you?
_____c. Or one inbetween?

If "c", say, Would you like;

_____d. One like most of the ones you got right?
_____e. One a little harder than most of the ones you got right?

(Circle item chosen)

CHOICE DIAGRAM

Circle Number Correct	Circle item chosen a	b	d	e
0 - 5	QC 1	QC 3	QC 1	QC 2
6 - 10	QC 1	QC 4	QC 2	QC 3
11 - 15	QC 2	QC 5	QC 3	QC 4
16 - 20	QC 3	QC 6	QC 4	QC 5
21 - 25	QC 4	QC 7	QC 5	QC 6
26 - 30	QC 5	QC 8	QC 6	QC 7
31 - 35	QC 6	QC 9	QC 7	QC 8
36 - 40	QC 7	QC10	QC 8	QC 9
41 - 44	QC 8	QC10	QC 9	QC10

Choice Items (CIRCLE ITEM USED, ENTER + IF CORRECT, - IF WRONG)

O.K. the word is:
_____QC 1 traffic (4)
_____QC 2 music (1)
_____QC 3 salt (2)
_____QC 4 partner (1)
_____QC 5 daring (3)
_____QC 6 solution (2)
_____QC 7 saccharin (2)
_____QC 8 laceration (3)
_____QC 9 conviviality (1)
_____QC10 imbibe (2)

PICTURE ORDER ANSWER SHEET

TRANSITION STATEMENT	TRIAL NUMBER	BOX R POINTS TO	CORRECT ANSWER	SCORE + IF RIGHT - IF WRONG
	Example	_____		
	Practice	_____		
	1	_____	4	_____
Here's another	2	_____	1	_____
Now, this one	3	_____	3	_____
Let's try this one	4	_____	1	_____
Here's the next one	5	_____	5	_____
Now, this row	6	_____	3	_____
Let's try this one	7	_____	5	_____
Here's another row	8	_____	2	_____
Now, this one	9	_____	7	_____
	10	_____	2	_____
	11	_____	1	_____
	12	_____	2	_____

(Use appropriate reinforcing statement)

IF CORRECT
"That's right."
"Yes, that's where it was."

IF WRONG
"That's not right."
"That's not where it was."

TOTAL CORRECT [ ]

MATCHING

O.K., that's all the trials. Now we'd like to do something with the other pictures which were in the boxes, the animals. Here are the household objects you saw (OPEN TO HOUSEHOLD OBJECTS PAGE) and in the envelope are cards with the animals (GIVE SEVEN ANIMAL CARDS TO R). Could you try to match the pictures up the way they were in the boxes? Take each animal card, and put it with the object on this page that it goes with. Just guess if you don't know. O.K., go ahead and try one. (WHEN FINISHED, SHOW CORRECT MATCHING PAGE). Let's see how many are correct. (CHECK) You got_____ right. That's fine. (RETURN CARDS TO ENVELOPE)

TOTAL CORRECT MATCHES [ ]

AMMONS QUICK TEST

Instructions

(SHOW R CARD #1 IN BOOKLET, P. 26 AND SAY, "This is a picture test. I am going to show you some pictures and read some words. You point to the best picture for each word. Some of the words will be very easy and some of the words will be hard. You won't know all the words. If you're not sure of a word, guess what the answer might be. (READ ALL WORDS. IF R SPENDS OVER 10 - 15 SECONDS ON AN ITEM SAY, "You can take a guess if you're not sure. The word was _____." DO NOT TELL R IF HE IS RIGHT OR WRONG. MARK A PLUS (+) FOR ALL CORRECT ANSWERS, DASH (-) FOR WRONG ANSWERS.

Quick Test

Q1 _____ cans (2)	Q12 _____ river (1)	Q23 _____ horizon (1)	Q34 _____ precipi-
Q2 _____ chewing (3)	Q13 _____ tasting (3)	Q24 _____ retail (2)	tation(1)
Q3 _____ falling (4)	Q14 _____ shelves (2)	Q25 _____ irrigation (1)	Q35_____ freshet (1
Q4 _____ dinner (3)	Q15 _____ sky (1)	Q26 _____ unaware (4)	Q36_____ transom (4
Q5 _____ cow (1)	Q16 _____ table (3)	Q27 _____ current (1)	Q37_____ consump-
Q6 _____ groceries (2)	Q17 _____ carelessness(4)	Q28 _____ fertile (1)	tion (3)
Q7 _____ hat (4)	Q18 _____ manners (3)	Q29 _____ descending (4)	Q38_____ aquatic (1
Q8 _____ sitting (3)	Q19 _____ adding (2)	Q30 _____ spacious (1)	Q39_____ perilous(4
Q9 _____ country (1)	Q20 _____ injury (4)	Q31 _____ proprietor (2)	Q40_____ terrain(1)
Q10_____ danger (4)	Q21 _____ merchandise (2)	Q32 _____ inattentive (4)	Q41_____ imminent(4
Q11_____ plate (3)	Q22 _____ waitress (3)	Q33 _____ indulging (3)	Q42_____ conden-
			sation (1)
			Q43_____ visceral(3)
			Q44_____ prehen-
			sion (3)

Total Number Correct

_____ (SCORE TEST AND ENTER TOTAL NUMBER CORRECT. CIRCLE THE NUMBER RIGHT ON THE CHOICE DIAGRAM NEXT PAGE.)

INFORMATION

Now I want you to answer some general questions. If you don't know the exact answer, it's OK to guess. The first one is . . . (READ FIRST QUESTION BELOW. RECORD ANSWER VERBATIM, THEN ASK SUCCEEDING QUESTIONS, RECORDING EACH ANSWER VERBATIM. AFTER TWO CONSECUTIVE REFUSALS TO GUESS, STOP QUESTIONING. AFTER FIRST "DON'T KNOW" ANSWER, SAY: "Just take a guess.")

ENTER + IF CORRECT; - IF WRONG

LEVEL

I. 1 _____ What is a thermometer?
(MEASURES TEMPERATURE)

All Right

I. 2 _____ What does rubber come from?
(TREES, SAP OF TREES, RUBBER PLANT, PETROLEUM, ALCOHOL)

O.K.

I. 3 _____ In what direction would you travel if you went from Chicago to Panama?
(SOUTH, SOUTH EAST, SOUTH WEST)

Mm-Hmm

I. 4 _____ How many weeks are there in a year?
(52)

O.K.

I. 5 _____ How tall is the average American woman?
(5'3" to 5'6")

The next one is

I. 6 _____ When is Washington's Birthday?
(FEBRUARY 22)

Mm-Hmm

I. 7 _____ How far is it from Paris to New York?
(3000 TO 4000 MILES)

O.K.

I. 8 _____ What continent is Egypt in?
(AFRICA)

All Right

I. 9 _____ How many senators are there in the United States Senate?
(100)

Mm-Hmm

I.10 _____ Name three kinds of blood vessels in the human body.
(VEINS, ARTERIES AND CAPILLARIES)

O.K.

I.11 _____ What is ethnology?
(THE STUDY OF RACES)

_____ NUMBER CORRECT

CHOICE MEASURE

(ADD TOTAL NUMBER CORRECT AND RECORD. CIRCLE THE NUMBER CORRECT ON THE CHOICE DIAGRAM.) I've scored your performance so far on this test. Let's try just one more question.

Which one would you like to try?

(CHECK ( ) ITEM CHOSEN.)

_____ a. One that should be easy for you?

_____ b. One that should be very hard for you?

_____ c. Or one in between?

IF "c", SAY, Would you like,

_____ d. One like most of the ones you got right?

_____ e. One a little harder than most of the ones you got right?

(CIRCLE THE ITEM CHOSEN ON CHOICE DIAGRAM.)

CHOICE DIAGRAM

CIRCLE NUMBER CORRECT	CHOICE a	b	d	e
0 , 1	IC 1	IC 3	IC 1	IC 2
2 , 3	IC 1	IC 4	IC 2	IC 3
4 , 5	IC 2	IC 5	IC 3	IC 4
6 , 7	IC 3	IC 6	IC 4	IC 5
8 , 9	IC 3	IC 6	IC 4	IC 5
10,11	IC 4	IC 6	IC 5	IC 6

INFORMATION CHOICES (CIRCLE ITEM USED, RECORD + IF CORRECT, - IF WRONG.)

IC 1 How many months are there in a year?
(12)

IC 2 Longfellow was a famous man; who was he?
(POET, AUTHOR, WRITER)

IC 3 What is the capital of Italy?
(ROME)

IC 4 What is the population of the United States?
(150 TO 220 MILLION)

IC 5 At what temperature does water boil?
(212°F, 100°C)

IC 6 What is the Apocrypha?
(DISPUTED BOOKS OF THE OLD TESTAMENT)

EDUCATION AND INCOME

E.1 What was the highest grade of school you attended? _____

E.2 Did you complete that grade? ☐ YES ☐ NO

E.3 Please turn to the last page in your booklet. How much was your (RESPONDENT'S) income last year (1969) before deductions? Please include income from all sources such as your paychecks, social security, help from welfare or relatives, rents from property, and so forth. Just tell me the letter of your income group.

_____ INCOME GROUP ☐ CHECK IF "NONE"

INTERVIEWER CHECK BOX:

☐ R IS NOT MARRIED OR IS SEPARATED -- END OF INTERVIEW

☐ R HAS SPOUSE -- (CONTINUE TO E.4)

E.4 What was the highest grade of school your (husband/wife) attended?

_____

E.5 Did (he/she) complete that grade? ☐ YES ☐ NO

E.6 How much was your (wife's/husband's) income last year before deductions? Please include income from all sources. Just tell me the letter of your (wife's/husband's) income group.

_____ INCOME GROUP ☐ CHECK IF "NONE"

END

APPENDIX 2

MEASURES USED IN THE DETROIT AND JACKSON STUDIES

CLOZE TEST (Jackson II)

A cloze test consists of a passage from which some words have been deleted. The task is to fill in the correct words. In a review of available data, Rankin (1965) points out that the pre-cloze, any word deletion type of cloze test has been shown to correlate well with a wide range of types of IQ subtests and tests. This suggests that it measures an ability instrumental in a variety of aptitude test tasks. Pre-cloze means that the unmutilated passage is not seen by the respondent before the test.

We used a passage from a fourth grade reader designed for urban children, to minimize the effect of reading level on performance. Deletions were mostly of nouns, with some verbs and adjectives, generally considered harder, also deleted. The administration procedure was designed to further decrease performance differences resulting from reading skill differences. Using a short but concentrated non-random test containing 13 deletions, we replicated the usual results for this new population. The Cloze Test correlated well with almost all our apparently dissimilar subtests. Differences in means by race and sex were slight. (Intercorrelations held up well within each sex and race for all intelligence scales.)

While its requirement of literacy and the complexity of insuring standard administration ruled it out as a candidate for the national sample study, it served as a criterion for evaluating our verbal scales.

DIGIT SPAN (Jackson II, Detroit)

Source: Wechsler Adult Intelligence Scale (WAIS), 1956

We used the Digits Backward half of the test. This consists of hearing a series of numbers and repeating them in the reverse order. It begins with two digits, and continues until a length is reached at which two consecutive failures occur. Digit Span correlated well with the other performance measures (Block Design, Digit Symbol Substitution, Mazes), with the Cloze Test, and with some motivational measures. It has been considered to measure level of attention as well as ability. (Rapoport, 1946) We found it to be quick, easy to administer correctly, and an easy task for the respondent to understand. The Digit Span is an ideal test for the risk preference measure of achievement motivation described in the motivation section of this appendix, because the level of risk is quantified simply by the number of digits.

SIMILARITIES (Jackson II)

Source: WAIS

The task is to name the similarity between a pair of items that is most specific to that pair. (e.g., saw - axe. Answer: cutting implements.) Similarities correlated modestly with other intelligence measures. It performed much like the Sentence Completion test but correlated lower with Cloze. The distribution was skewed to the low end and the task seemed to frustrate some. Differences in means by race were slight. Females scored higher than males.

MINER VOCABULARY TEST (Jackson II)

Source: Miner, INTELLIGENCE IN THE UNITED STATES, 1956

From the 20 items available, 11 were selected for inclusion in the test proper. Five more were needed for the risk preference measure used with this test and described in the motivation section of the appendix. The task was to choose a synonym for a given word from among five choices provided. In one item, the given word was EDIBLE. The choices were: 1. AUSPICIOUS 2. ELIGIBLE 3. FIT TO EAT 4. SAGACIOUS 5. ABLE TO SPEAK. Items were given in order from easy to difficult until two consecutive items were failed. An extremely poor distribution of scores was obtained with most of the sample scoring either 5 or 6 out of a possible 11. This insured the low correlations between this test and any of the others.

AMMONS QUICK TEST (Detroit)

Source: Quick Test, Ammons & Ammons, 1962.
Psychological Test Specialists

We replaced the Miner Test with this vocabulary test.. No vocabulary test by itself is an adequate measure of general intelligence. We have an interest in learning more about the relative performance of Blacks and whites, males and females, on tests weighted on different factors. Each of the 3 forms of the QT uses a card with four pictures. For each of a series of fifty words given in order of increasing difficulty, the respondent points to the most appropriate picture. Standard administration procedure calls for a sampling of words at high and low levels, finding the testee's level by successive approximations. For the interview setting it was necessary to simplify the procedure to a consecutive reading of the words. Using all but six items from Form 2, we gave 44 items in about 3 minutes. The task of pointing to the picture decided upon is easy, adding no unwanted verbal tasks to the primary knowledge and ability being tested. The QT is very similar and correlates very highly with the Full Range Picture Vocabulary test by the same authors. According to the authors, in validity studies on the FRPV it correlated strongly with the revised Stanford-Binet and the WAIS.

INFORMATION TEST (Jackson II, Detroit)

Source: WAIS

Eleven of the 29 original items were selected, maintaining the original range of difficulty except for the very easiest level. Each item asks for a piece of general knowledge, from "What is a thermometer?" to "What is ethnology?" The procedure for administering the test provides for stopping after the rare occurence of two consecutive "don't know" or similar responses. By employing such precautionary measures we apparently avoided loss of rapport even with respondents who performed poorly, according to our interviewers. The Information Test correlated moderately with the other verbal measures, Cloze, Similarities, and Sentence Completion. Whites scored higher than Blacks on this test. Mean differences by sex were slight.

SENTENCE COMPLETION (Jackson II, Detroit)

Source: Lorge Thorndike Intelligence Tests, 1954

A test of 12 items was selected from about 50 items included in the various levels of the Verbal Battery of the Lorge Thorndike Intelligence Tests. The items were designed to be administered at various levels between fourth grade and college freshman. The sentence completion item is a sentence with a word missing and 5 words to choose a replacement from. As in all tests requiring reading, the interviewer read all items and choices aloud while the respondent could read along if he chose in a duplicate Respondent Booklet.

Sentence Completion correlated highly with the Cloze Test and correlated similarly to the Cloze with other tests. The magnitude of correlation was generally smaller for the Sentence Completion. Whites scored higher than Blacks by a larger margin on the Sentence Completion than on the Cloze. Male-female differences were slight. The answers to three items were considered to involve questionable value orientations or sentiments. Substitutions of equal difficulty were found. All fifteen items were administered in Detroit. Through item analysis we will see whether significant improvement in prediction can be obtained by the substitutions.

DIGIT SYMBOL SUBSTITUTION (Jackson II, Detroit)

Source: WAIS

Performance on the D.S.S., according to Rapoport (1946), depends more on attention than on learning. However, some learning does occur. When short D.S.S. forms were interspersed with Porteus mazes (see Porteus Mazes, below, and Reactive Performance, described in the motivation section of this appendix.) performance improved from one trial to the next, but the improvement was greater among those whose performance itself was lower. Those who performed better improved less. The D.S.S. involves writing a symbol below each number in a series, according to a code at the top of the page which matches each number with a symbol. The D.S.S. correlates moderately with the other performance tests, as well as with the Cloze Test. Whites scored higher than Blacks while male-female differences were slight.

PORTEUS MAZES (Jackson II)

Source: S. Porteus, PORTEUS MAZE TEST: FIFTY YEARS APPLICATION, 1965

S. Porteus began to develop the maze test as early as 1913. Three forms are available: 1933, 1955, 1959. We used the Extension Series (1955). The subject must draw his way through a maze with a pencil. As soon as he draws his line toward a dead end, he has failed that trial. Our scoring was simply highest level succeeded at, with two trials at each level. The maze test is claimed by its author to measure foresight, or planning ability, and to be excellent for use among disparate cultures or subcultures. The Porteus Maze test correlated moderately with D.S.S., Digit Span, and highest with Block Design. Its correlation with Cloze was relatively small. It was administered by graduate students in a favorable setting. We concluded that it could not be included in a household interview both because of physical problems and because of the training required for its administration.

BLOCK DESIGN (Jackson II)

Source: WAIS

The Block Design Test uses 9 identical blocks. The faces of the blocks are all red, all white, or half red and half white, divided diagonally. The task is to form the blocks into a square shaped design matching one on a card. There is a time limit. The items were given in order of increasing difficulty and after two consecutive failures we stopped. The distribution was positively skewed, with many respondents succeeding on all items. Block Design correlated highest with the other performance measures and Cloze. Whites outperformed Blacks and males outperformed females. The Block Design was not feasible for a household interview setting.

PROGRESSIVE MATRICES (Detroit)

Source: J. Raven, Progressive Matrices, 1956 Revision

The individual item consists of a matrix of designs. The design for the lower right hand corner is missing, and from 4 to 8 designs are given as choices for completing the matrix. The characteristics of a design are related to its place in the matrix by a rule which can usually be expressed in several ways - verbally, arithmetically, spatially and others. There are thus several conceptual paths to picking the correct answer.

Two matched scales of selected items were formed out of the pool provided by all five levels of the test, A through E. These were constructed so as to correct for the excessive proportion of easy items for which this test has been criticized. The items are given in order of increasing difficulty. The Matrices have the advantage of being untimed and multiple choice, thus probably arousing less anxiety or resistance than, for instance, the Block Design Test.

PICTURE ORDER TEST (Detroit)

Source: Hagen, J.W., THE EFFECT of DISTRACTION ON SELECTIVE ATTENTION, Child Development, 1967

The Picture Order Test was developed by John Hagen (1967) to measure both central (task-relevant) and incidental (task-irrelevant) recall. During the test, panels with 3 to 7 picture-cards are exposed for 4 seconds.* Each picture-card displays 2 drawings: a household object (TV, chair, etc.) and an animal. After the exposure, the panel is covered and a "cue card" showing one animal exposed. The respondent then indicates the position where that animal was located on the panel. This tests serial recall, or attention.

After 12 trials of this nature, the respondent is given seven animal drawings and asked to pair them with the household object with which they were displayed. This tests incidental recall, since recall of the pairings has not been stressed in the instructions.

Hagen's work has shown the central-incidental recall ratio to change both with age and mental maturity. For this reason and because the test is seemingly not culturally biased, we have included it.

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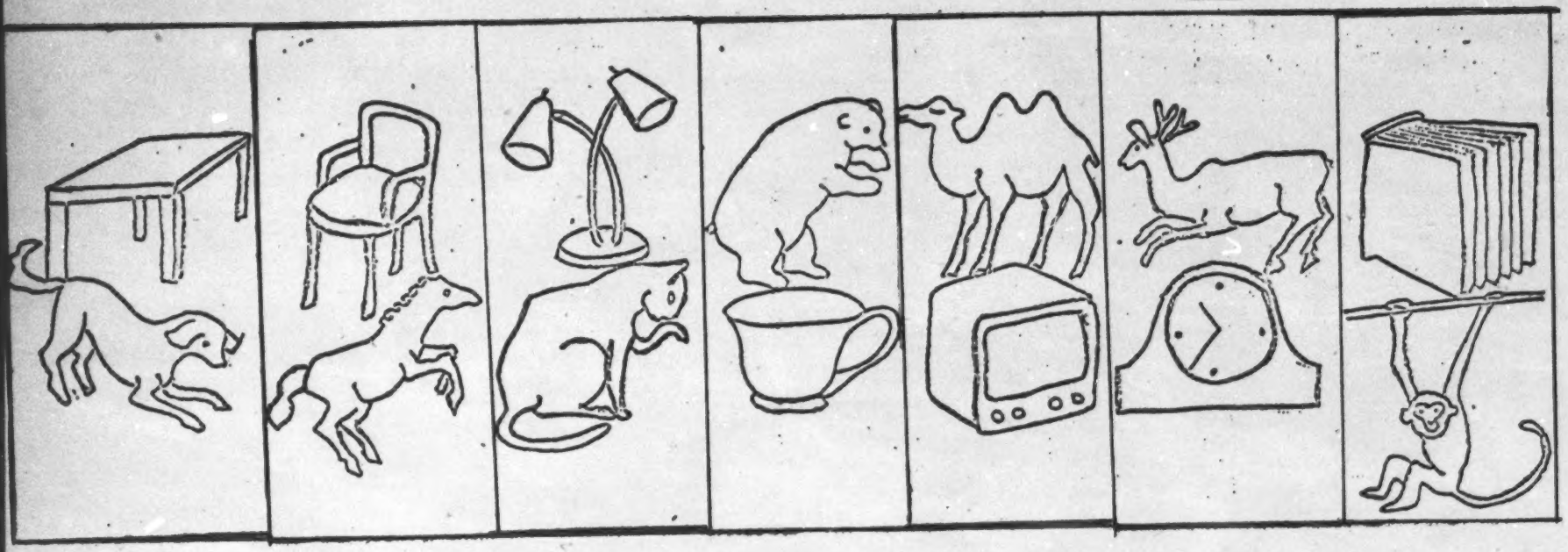
*A sample panel is reproduced on page 4a.



MOTIVATION MEASURES

A. PROJECTIVE ITEMS:

TAT PICTURES (Detroit)

Source: Veroff, Atkinson, Feld & Gurin, THE USE OF THEMATIC APPERCEPTION TO ASSESS MOTIVATION IN A NATIONWIDE INTERVIEW STUDY, 1960

Two pictures of males and two of females were used. Male respondents viewed the pictures of males and females viewed the pictures of females. Pictures were used which are known to elicit a large proportion of achievement imagery. In addition, for each sex one picture elicits some affiliation imagery and one elicits some power imagery. The respondents told stories in response to the pictures and a standard set of probes adapted from Veroff et. al. (1960). The stories are being scored for n Ach according to the manuals in Atkinson, MOTIVES IN FANTSY, ACTION AND SOCIETY, 1958. We are also scoring power imagery, fear of failure, fear of success (Horner, 1968) and Hostile Press, a type of imagery associated with avoidance of achievement situations according to Birney, Burdick and Teevan (1969), whose scoring system we are using.

FRENCH ITEMS (Detroit)

Sources: Atkinson, 1958
Horner, SEX DIFFERENCES IN ACHIEVEMENT MOTIVATION AND PERFORMANCE IN COMPETITIVE AND NON-COMPETITIVE SITUATIONS, 1968

We are using two items of the type developed by French (see Atkinson, 1958), which substitute verbal cues for the picture cue of the TAT, and employ a parallel set of probes to elicit a story in response. One was used because in Jackson I it was a strong cue for power imagery and produced a small but significant amount of achievement imagery. Thus it balances the strong cue value for achievement of our TAT items. The second comes from Horner's dissertation. It was included because of its success in eliciting fear of success imagery.

In addition, it is being given the same scoring as the TAT items for the standard achievement motivation score. The other French item is expected to yield more power imagery than the other items.

The TAT and Horner items are also being scored for the following motivational components measured by one or more of the objective items: mastery, interest in social comparison, concern about social approval of achievement, autonomy, future orientation, and personal efficacy. In this way we can gain some evidence of the validity of the tentative labeling of certain items and item clusters with these concepts.

A warm-up procedure preceded the story-telling procedure to increase responsiveness on this measure. The warm-up procedure was a very easy cloze procedure, described in the intelligence section of this appendix.

OPEN-ENDED SENTENCE COMPETION ITEMS (Detroit)

Two experimental items employing an uncompleted sentence stem were used to elicit self-descriptions. The stems were:
In the next ten years I'm going to . . . and
Compared to other (men/women) my age, I . . .
The form of these items and the content of the first come from the Michigan State University studies predicting economic behavior of Columbian farmers (Rogers and Neill, 1966).

OPEN-ENDED ITEMS (Jackson II)

Two items used in Jackson II suffered somewhat from overgeneralness, leading respondents to supply widely differing contexts of their own. These items asked the respondent to think of a time he'd been proud of himself, and a time he'd been dissatisfied. A series of probes was used after an event was mentioned, to ascertain attitudes toward the event. Responses were coded for achievement imagery, competence orientation, self-blame for failure, and achievement orientation to failure.

Coding of Projective Items

The two TAT items and the Horner item were coded for nAch according to the Atkinson (1958) scoring system. The French item and the two open-ended sentence completion items were coded only for total nAch (unrelated, task, or achievement imagery), not for the specific components usually scored.

In addition, several other types of responses were coded using systems we derived from work with the questionnaire. All of the following were scored on the two TAT and Horner items; only power, outcome, instrumentality, and blocks were scored on the French item.

MASTERY - scored if the story contained a statement of affect, thought, or instrumental activity pertaining to doing well, or better, or best at a task. This was counted even if the affect seemed to be for consequences of doing well, rather than doing well itself, or if the "doing well" was in the past. Wanting to become, to work toward being a doctor, but not wanting to be a doctor in itself, was counted. Example: They wanted to do a good job fixing the machine.

SOCIAL COMPARISON - scored if the story contained a statement of affect, thought, or instrumental act pertaining to task-related comparison with others. Special pride at being the best in class was counted. Example: She wanted to do better than her sister.

SOCIAL APPROVAL - counted if the story contained a statement of affect, thought, or instrumental act pertaining to task-related evaluation of someone by others. Example: I hope my husband likes the job I did on this chair.

AUTONOMY - scored if the story contained a statement of affect, thought, or instrumental act pertaining to autonomy in a task situation. Example: She resented having to ask the teacher's approval to go on with the job.

FUTURE ORIENTATION - scored if the story contained a statement of affect, thought, or instrumental act pertaining to a long-term goal , not necessarily the goal of the on-going activity. Example: He was studying to be a doctor.

PERSONAL EFFICACY - scored if the story contained a statement of affect, thought, or instrumental act pertaining positively to one's ability to carry out one's wishes. This includes confidence. Example: He was sure he could find the missing part and fix it.

OUTCOME - scored for any statement of consequences or results, whether or not the causes were indicated. Several codes are possible: positive (And the chair came out fine); negative (They couldn't fix it so they were fired.); questionable (He'll be a doctor if he keeps studying.); both (She'll get the job but have a drop in pay); and no outcome (They'll just keep on working.).

INSTRUMENTALITY - scored for statements of instrumental acts, except those in the exposition or outcome statements. Trying, mental activity (except affect), past failure, any act in the past, present, or future were all counted. Coded according to the consequences attributed to the acts, as in the "Outcome" scoring above. Examples: She studied hard to achieve her position (positive); they worked all day but only made it worse (negative).

BLOCKS - scored if the story mentioned an obstacle in the person or in the situation to accomplishment of a goal. The obstacle could not be in the final outcome, or be an initial block defining the story setting. Examples: She was so mad she couldn't work (in the person); the machine broke again (in the situation).

POWER - References to affect, thought, or instrumental acts indicating concern with control of the means of influencing another person were coded. Helping others was counted also. Examples: She hoped to open a shop with three employees; the teacher helped her to test the chemical; the man was the boss.

HOSTILE PRESS - scored according to the Birney (1969) system. Many unfortunate happenings which affect the story characters are scored, such as suicide, violation of privacy, "inducement to crime", destruction of beliefs, reprimands, divorce, pain with affect, etc.

FEAR OF FAILURE - scored for statements of affect, thought, or instrumental acts pertaining to failure, possibility of failure, or any indication of poor performance in customary achievement situations. Example: After that semester, he just went to pieces.

FEAR OF SUCCESS - scored for negative imagery expressing concern about a success. Examples: She got the job and lost the man; he was afraid his new job would have too many responsibilities; he had cheated on the test and wasn't really a good student.

B. OBJECTIVE ITEMS:

FORCED CHOICE ITEMS (Jackson II, Detroit)

Source: Student Opinion Attitude Questionnaire, Atkinson & Moulton, 1969

These items are in a two-choice format. The respondent had to choose one of two more-or-less antithetical statements, one of which reflects an achievement-oriented attitude. Seventeen of the original fifty items were included in the Jackson II interview. The items selected were those which best predicted both TAT schievement motivation scores and performance measures of moderate risk preference in an analysis of data from NEW METHODS OF MEASURING ACHIEVEMENT-RELATED MOTIVES, Atkinson & Moulton, 1969. Five items were selected for inclusion in the Detroit study, each representing one of the five distinct achievement-related attitudes among the various S.O.A.Q. items. These are mastery, interest in social comparison, concern about social approval of achievement, autonomy, and future orientation.

PERSONAL EFFICACY (Jackson II, Detroit)

Sources: Work of Epps, Gurin, and Morgan at the Institute for Social Research

The agree-disagree format used in Jackson II was that of Epps' (1969) study of family background and achievement motivation. The respondent indicated his agreement or disagreement with a series of statements. These divide into items dealing with first person efficacy (statements about how efficacious one is) and others dealing with third person efficacy (statements about how controllable the world is). For Detroit, five items which clearly deal with first person efficacy were created drawing on the work mentioned above and using a forced choice between pairs of antithetical statements.. The agree-disagree format suffered from a strong bias toward "agree" responses.

TRIADS (Jackson II, Detroit)

This series of items seeks to get at the relative strength of achievement values pitted against affiliative and power values. Triads require the respondent to rank order,, in effect, desirable characteristics of one's child, a job, or oneself. Each of the 3 characteristics in a triad relates to one of the three motives. The focussed, rather than abstract, situations used in the triads are used to provide a standard context in which to place the affiliative, achievement, or power value of the item. Questions demanding introspection can easily be too specific, referring everyone to a context which means different things to different people. But by using a fairly general context, one relinquishes control over what reference respondents make. By using a fairly universal, but specific context (job, child), we hope to get responses to experiences which have a common core of meaning for most respondents.

MOTIVE CHECKLIST (Jackson II, Detroit)

Our second measure pitting these three motives against each other was a forced choice of those statements one would most like to hear about oneself. In Jackson II this took the form of picking any 5 of 12. The twelve consisted of two strong and two weaker statements for each of the motives. This task proved difficult for respondents. We took 10 of the 12 statements and paired them according to the frequency with which they were picked in Jackson, to yield five 2-choice items for Detroit.

TEST ANXIETY QUESTIONNAIRE (TAQ) (Jackson II, Detroit)

Source: Mandler & Sarason, A STUDY OF ANXIETY AND LEARNING, 1952.

The TAQ is a series of true - false questions about one's feelings, physiological reactions, and attitudes before, during, and after testing. It is used as a measure of anxiety, which, in an achievement context, may be related to fear of failure. To adapt the TAQ for use with subjects with no recent and continuing test experiences, Marquis (1969) instructed respondents to think back to school or some other time of frequent test taking. The questions were put in the past imperfect tense. We used this method in Jackson II.

For Detroit, we placed seven items from this version of the TAQ before our tests (Past Test Experience), and added an "Interview Experience" measure which used the same items in the present tense, and instructed the respondents to think about the current testing situation. The response format was changed to a 3-point check-scale. TAQ was modestly negatively correlated with many of our intelligence scales and was substantially higher for Blacks than for whites.

C. BEHAVIORAL MEASURES:

Most of the following measures of achievement motivation are probably impossible to include in a household interview, but were taken on the Jackson II sample by having the respondents come to a center for a testing session with a specially trained graduate student. They were used as criteria for evaluating the measures which are feasible for a household interview.

RISK PREFERENCE (SINGLE OBSERVATIONS) (Jackson II, Detroit)

A prediction from Atkinson's theory of achievement motivation is that high resultant positive achievement motivation is associated with preference for tasks of moderate risk (challenging) to tasks that are easy (sure success) or overly difficult (low probability of success). Preference for moderate risk can thus be used as an index of the resultant of striving for success and fear of failure.

The ideal risk preference measure is the Digit Span test. The test is a series of tasks clearly increasing in difficulty, as each item is one digit longer than the last. The test stops when two successive items of the same length are not repeated in reverse order correctly. The risk preference procedure is administered at this point. The respondent is told that he can try one more item. He chooses among

"one that should be easy for you,"

"one like the ones you just tried, that were harder, but you almost did it," and "one that is even harder than any you tried."

If the respondent chooses "easy" he is given an item like one near the beginning of the test. If he chooses "like the ones you just tried" he is given one the same length that he just missed on both the first and second trial. If he chooses "even harder" he is given one longer than any he has tried.

The repetition choice measure yields only one item of data per test with which it is used. In Jackson II, risk preference procedures were used with the Miner vocabulary test and the Block Design test. The clarity of meaning given to the choices by the example of the Digit Span reduces the ambiguity of meaning of the choices for subsequent risk preference procedures with tests whose progressively increasing difficulty is less obvious or certain. In Detroit, the risk preference technique was used as in Jackson for the Digit Span, which was placed ahead of all other intelligence scales. At the conclusion of each subsequent test, a two-step risk preference procedure was used. The original measure seemed to suffer from a tendency, unrelated to achievement needs, to pick the middle level. By giving those who pick the middle level the further choice between "one like most of the ones you got right" and "one a little harder than most of the ones you got right," we pare down the proportion of respondents getting maximum achievement scores on this measure, previously a higher proportion than on our other measures. The Detroit results will show whether this paring down improves predictive validity.

RISK PREFERENCE (REPEATED OBSERVATIONS) (Jackson II)

Source: Weiner, B. EFFECTS OF UNSATISFIED ACHIEVEMENT-RELATED MOTIVATION ON PERSISTENCE AND SUBSEQUENT PERFORMANCE. Unpublished doctoral dissertation, The University of Michigan, 1963.

An alternative strategy for creating a choice between known difficulty levels is to mix easy and impossible items in proportions so as as to control overall probability of success. The Weiner puzzles are a group of simple tracing puzzles. Without being obviously so, they are either easy or impossible. By including 10 insoluble puzzles with 10 soluble ones, a booklet with probability = .5 was created. Five impossible puzzles and 15 soluble ones created a booklet with p = .75. The description of the booklets given respondents reinforced these probabilities. After working four puzzles in each booklet to become familiar with the puzzles and the difficulty of the booklets, respondents worked sixteen more, choosing after each puzzle which booklet to take the next from. The achievement motivation score was the number of p = .5 puzzles chosen.

REACTIVE PERFORMANCE (Jackson II)

According to Atkinson & Feather (1966), failure initially arouses achievement needs. To test this as a source of a measure of achievement motivation, short D.S.S. forms were given after success and failure on the Porteus Mazes. D.S.S. rate differential after success and failure was standardized, then the correlations of these differentials with other measures of achievement tendency were examined.

PERFORMANCE UNDER DIFFERENT PERCEIVED DIFFICULTIES (Jackson II, Detroit)

Related to the prediction of preference for moderate risk by the individual with high achievement needs and low fear of failure is the prediction that both need for achievement and fear of failure will be most aroused by moderate risk. Thus resultant motivation will be maximum for the predominantly achievement motivated individual and most negative for the predominantly avoidant individual. Assuming that motivation directly affects performance, positive differences in performance under moderate as against high or low risk should indicate high resultant achievement motivation.

A measure designed on this principle using the D.S.S. test was included in Jackson II. Respondents all worked on the same three forms for one minute each. One was extremely long, another as long as the average rate for one minute, and the third extremely short. The objective of finishing the form was stressed. Standardized rate differences between moderate and the other forms were used as a motivational index.

In Detroit, the D.S.S. was used in an experimental design to clarify the Jackson results. Bustin suspected that control of the subjective, perceived probability of success was inadequate, that fear of failure might have systematic effects on subjective probability of success, and thus affect performance in a more complex way than anticipated.

First a standard-type, one minute D.S.S. form is given. Next the respondent is told to try to finish each subsequent form. He then chooses the length of his next form, providing a measure of preference for moderate risk. The third form is essentially the long form from Jackson II. The fourth is moderate risk, being just longer than the respondent's first performance. A rate difference score equivalent to the Moderate minus Long score from Jackson comes from the fourth minus third forms.

Half the respondents were given instructions similar to the Jackson set, while half were given an explicit indication and explanation of their probability of success on the last two forms on the basis of their performance on the first form. *Under the latter condition, the measure should perform as originally* expected, while a different set of predictions was evolved for the condition in which subjective probability is not so tightly controlled.

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